



ECE 260: Play and Early Childhood Curriculum Planning

Students examine the critical role of play in the young child's social, emotional, and cognitive development with particular reference to the theories of Piaget, Vygotsky, Greenspan and Ruben. Students actively engage with preschool children for a minimum of 8 hours in practicing the Dialogic Reading Approach. Preschool curriculum planning is based on MA Curriculum Frameworks and is reflective of anti-bias curriculum principles. Attention is paid to differentiated instruction to meet the needs of children with different abilities, special needs including the gifted and talented. Tools for assessment of learning are introduced. Using the inclusionary- integrated approach, curriculum planning lays emphasis on emerging literacy and numeracy skills. Prerequisite: ECE 111, ECE 112, and ECE 110 or PSY 252, all with a grade of C or better. Three lecture hours per week.

Course Student Learning Outcomes

1. Assess the role of developmental play from a variety of theoretical perspectives in children pre-k through grade 3.
2. Research current theory and practices of play.
3. Practice basic principles and application of a Dialogic Reading Approach.
4. Design educational materials and curriculum including technology using the principles of an anti- bias curriculum.
5. Identify strategies promoting parent-teacher relationships.
6. Design preschool activities based on MA Curriculum frameworks.
7. Design a curriculum plan integrating early learning language arts, math, and science concepts integrating strategies for diverse learners.

Credits: 3

Program: Early Childhood Education